



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING




JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

October 31, 2005

MEMORANDUM

TO: State Board of Education

FROM: Michael Flanagan, Chairman 

SUBJECT: Approval of Revised Criteria and Categories for the No Child Left Behind Act, Title II, Part A(3): Improving Teacher Quality Competitive Grants Program

The No Child Left Behind Act of 2001 (NCLB) authorizes a new teacher, principal, and paraprofessional professional development competitive grants program defined within Title II, Part A(3), of the legislation.

The competitive grants program supports the formation of partnerships between high-need local education agencies (as defined in Section 2101(3) of the NCLB Act), colleges or departments of teacher education, and colleges or departments of arts and sciences. This program is intended to provide grant awards to support teacher and principal professional development in the core academic subjects. It is the intent of this program to coordinate professional development needed to achieve the goal of having in every classroom a highly qualified teacher who has deep knowledge of the content he/she is assigned to teach.

The Office of Professional Preparation Services proposes to continue managing a competitive process with criteria that is expanded to include an additional core content area – World Languages – for the awarding of grants annually from the available funds.

Attachment A, "Criteria for Title II, Part A(3): Improving Teacher Quality Competitive Grants Program," provides background information and the proposed criteria and categories for the competition.

It is recommended that the State Board of Education approve the Revised Criteria and Categories for the No Child Left Behind Act, Title II, Part A(3): Improving Teacher Quality Competitive Grants Program, as discussed in the Superintendent's memorandum dated October 31, 2005.

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608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
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MICHIGAN STATE BOARD OF EDUCATION

Criteria for Title II, Part A(3): Improving Teacher Quality Competitive Grants Program

The State Board of Education (SBE) has adopted as its Strategic Goal, "Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students." In addition, the State Board has adopted the following five Strategic Initiatives and adopted policy recommendations in each area to implement the goal:

- Ensuring Excellent Educators
Elevating Educational Leadership
- Embracing the Information Age
- Ensuring Early Childhood Literacy
- Integrating Communities and Schools

To the extent possible, all grant criteria and grant awards will include priority consideration of the Strategic Goal and the Strategic Initiatives.

BACKGROUND/PURPOSE OF GRANT

☒ Competitive ☐ Formula ☐ New ☐ Continuation

The No Child Left Behind (NCLB) Act of 2001 authorizes a new teacher and principal professional development competitive grants program defined within Title II, Part A(3), of the legislation. The competitive grants program supports the formation of partnerships between high-need Local Education Agencies (LEAs), as defined in Section 2101A(3) of the NCLB Act, colleges or departments of teacher education, and colleges or departments of arts and sciences. The program is intended to provide grant awards to support teacher and principal professional development in the core academic subjects. It is the intent of this program to coordinate professional development needed to achieve the goal of having in every classroom a highly qualified teacher who has deep knowledge of the content that he/she is assigned to teach. All grant projects must provide a minimum of 90 contact hours of course work or professional development in the content. The 90 contact hours will meet the highly qualified requirements of middle school and secondary teachers as prescribed in "Michigan's Definition of Highly Qualified Teachers."

TOTAL FUNDS AVAILABLE

There is approximately \$2.7 million available annually to fund competitive grant awards to support teacher, principal and paraprofessional professional development. A portion of these funds (a minimum of \$400,000) will be targeted for projects that involve small or rural schools that meet the high poverty criteria. The Office of Professional Preparation Services proposes to manage a competitive process for the awarding of grants from the available funds.

LEGISLATION

President Bush signed the Elementary and Secondary Education Act - No Child Left Behind Act of 2001 - into law on January 8, 2002. The legislation focuses on improving student achievement for all students, especially children in the nation's most disadvantaged schools and communities. Title II, Part A(3), authorizes the Improving Teacher Quality Competitive Grants Program for establishing partnerships between high-need LEAs, colleges or departments of teacher education, and colleges or departments of arts and sciences to provide professional development to teachers, paraprofessionals, and principals.

RATIONALE FOR CRITERIA/STATE BOARD OF EDUCATION PRIORITIES

The Improving Teacher Quality Competitive Grants Program further assists the SBE with the goal of prioritizing service to low-performing schools. The program addresses the Strategic Initiatives of Ensuring Excellent Educators because priority is given to applicants that propose partnerships between high-need LEAs and institutions of higher education.

CRITERIA

☒ Defined in Legislation ☐ Defined in Department's Grant ☒ Proposed by Staff

Consistent with the priorities and criteria it has announced for selection of grant recipients (including priority consideration to grants that implement particular recommendations of the SBE's Ensuring Excellent Educators Task Force and its Board-adopted policy recommendations), the Michigan Department of Education (MDE) must make awards of Improving Teacher Quality State Grants Program funds to support the following types of partnership activities to enhance student achievement in participating high-need LEAs:

1. Professional development activities in core academic subjects to ensure that:
 - a. Teachers and highly qualified paraprofessionals (and principals, when appropriate) have subject matter knowledge in the academic subjects that the teachers teach (including knowledge of how to use computers and other technology to enhance student learning). This will be consistent with Standard 7 of the Entry-Level Standards for Michigan Teachers, as well as the recommendations of the SBE Task Force on Embracing the Information Age; and
 - b. Principals have the instructional leadership skills to help them work more effectively with teachers to help students master core academic subjects consistent with the recommendations of the SBE Task Force on Elevating Educational Leadership.

2. Development and provision of assistance to LEAs and to their teachers, highly qualified paraprofessionals, or school principals, in providing sustained, high-quality professional development activities that:
 - a. Ensure that those individuals can use challenging state academic content standards, student academic achievement standards, and state assessments to improve instructional practices and student academic achievement;
 - b. May include intensive programs designed to prepare individuals to provide instruction related to the professional learning described in the preceding paragraph to others in their schools; and
 - c. May include activities of partnerships between one or more LEA, one or more of the LEA's schools, and one or more Institution of Higher Education (IHE) for the purpose of improving teaching and learning at low-performing schools.

Eligibility is limited to partnerships comprised at a minimum of (1) a private or public IHE and the division of the institution that prepares teachers (and principals when appropriate to the project); (2) a school of arts and sciences; and (3) a high-need LEA (see below).

An eligible partnership may also include another LEA, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another IHE, a school of arts and sciences within that IHE, the division of that IHE that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out pre-kindergarten programs, a teacher organization, a principal organization, or a business.

A high-need LEA is defined as an LEA:

- That serves no fewer than 10,000 children from families with incomes below the poverty line; or
- For which not less than 20 percent of the children served by an agency are from families with incomes below the poverty line; and
For which there is a high percentage of teachers not teaching the academic subjects or grade levels that the teachers were trained to teach; or
- For which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

In accordance with federal law, No Child Left Behind, priority will be given to those proposals forming partnerships that include high-need LEAs. Furthermore, in recognition of the importance of the SBE's commitment to attain substantial and meaningful improvement in academic achievement for all students/children, with primary emphasis on high-priority schools, partnerships may only include and serve the highest-priority schools (those not making AYP for academic reasons), as long as these LEAs are also eligible under the federal high-need LEA definition.

REQUIRED PARTICIPATION IN STATEWIDE EVALUATION

Each awardee will allocate seven point five percent (7.5%) of their award toward a statewide evaluation of the Title II, Part A(3) projects to assess the impact of the professional development on teacher knowledge and skill, classroom practice, and evidence of impact on student achievement.

ELIGIBLE APPLICANTS

All applications for a grant award must be made by Institutions of Higher Education.

OFFICE ADMINISTERING GRANT

Office of Professional Preparation Services

PROGRAM ADMINISTERING GRANT

Professional Preparation and Development

PROGRAM CONTACT

Cheryl L. Poole at (517) 241-4546
PooleCL@michigan.gov

A. GRANT CATEGORIES

Funding will be awarded in the following grant categories:

a. Partnerships for Professional Learning Opportunities in English Language Arts, Mathematics, Science, Social Studies or World Languages:

Projects forming partnerships for the improvement in any of the above-mentioned curricular areas in which the project builds on:

1. Teacher understanding and implementation of the corresponding grade level/grade span content expectations or Michigan Curriculum Framework standards and a comprehensive curriculum;
2. Teacher instructional delivery skills as they relate to the grade-level/grade span content expectations or Michigan Curriculum Framework standards and a comprehensive curriculum; and
3. Teacher skills in assessing student performance as they relate to the grade-level/grade span content expectations or Michigan Curriculum Framework standards and a comprehensive curriculum.

All projects must substantiate the districts need to improve student achievement in the selected curricular areas and be able to demonstrate progress in meeting federal and state goals for all students.

b. Partnerships for Professional Learning Opportunities in One or More of the Fine Arts:

Projects forming partnerships for the improvement of teachers' content knowledge and skills to integrate one or more of the fine arts with one or more of Michigan's other core curricular areas. Projects must focus on the use of the Michigan Curriculum Framework Standards, Benchmarks, MI-CLIMB and grade level/grade span content expectations for those curricular areas for which they have been developed.

c. Partnerships for Professional Learning Opportunities that Result in Highly Qualified Status or Endorsement for Grades K-12 Special Education Teachers:

Projects forming partnerships that result in the enhancement of content knowledge and instructional skills relevant to one or more of the core curricular areas AND result in Highly Qualified Status for Special Education teachers assigned to teach core academic subjects to students in grades 6-12.

All partnership projects must incorporate the use of the Michigan Curriculum Framework Standards, Benchmarks, MI-CLIMB and grade level/grade span content expectations for those curricular areas for which they have been developed.

d. Partnerships for Professional Development to Sustain and Deepen Prior Learning:

Projects forming partnerships to deepen learning in a core curricular area and sustain instructional skill development as it relates to that curricular area. These projects continue the professional learning begun under a recent Title II, Part A(3) funded project. All projects in this category must engage the same participants who participated in the prior project and must, through reflective inquiry, assessment of application of content, methodology and professional judgment alter instruction to increase student learning.

B. DISTRIBUTION OF GRANT FUNDS

An annual allocation of approximately \$2.7 million for competitive grants has been awarded to Michigan. Grant awards will be made for up to \$200,000 to fund projects sustained over 18 months. Each award may potentially be renewed to sustain the same project upon receipt of acceptable data showing impact on teacher's use of content knowledge and effective instructional strategies. A renewal is contingent on the project being aligned to continuing state priorities and upon continued Title II, Part A(3) funding from the United States Department of Education.

If the allocated amount of funds for any category is not awarded, then the remaining funds will be used to support projects in other categories. In compliance with federal guidelines, 100% of the total grant allocation will be awarded for projects in the core academic subjects.